

Interdisciplinary Integration as a means of forming Educational motivation of Primary School Students

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ABSTRACT

In the conditions of the rapid development of society, science is firmly included in all spheres of life of a modern person. In discussions on the problems of modernization of national education, the issues of the content of school education, technologies of the educational process and the organization of education are actively discussed. The integration of knowledge can act as one of the ways of mobility and variability of the content of education. The problem of integrating education and upbringing is important and contemporary for both theory and practice. Its relevance is dictated by new social requirements for the school. It makes it possible to reveal the abilities of students, prepare them for life, find an individual approach to each student, and preserve the health of schoolchildren.

Integrated learning can act as a means of increasing learning motivation in primary school. Motivation is studied in various aspects, due to which it is interpreted by the authors in different ways. Considering this area in relation to teaching, we note that it includes: the need for learning, the meaning of teaching, purpose, emotions, attitude and interest.

Key words: development, school education, technology of the educational process, integration, knowledge.

I. Introduction

The main pedagogical tasks facing the primary school are of a clearly expressed integration character. This situation is also manifested in the general methodological approaches that the teacher uses in the learning process, and most importantly, the very role of the primary school teacher is inherently highly integrative. This is due to the fact that the primary school teacher is a kind of integration center for the entire educational process in primary school.

The very content of education in primary school is traditionally integrative. Confirmation of this fact should be sought not only in the close interdisciplinary connections that take place in the system of primary education, but, first of all, in that general methodological approach based on the philosophical doctrine of a single scientific picture of the world, which forms this content. At the same time, at all levels (from setting a goal to developing specific methodological techniques), the close connection of the studied concepts and their properties with reality is taken into account, and the knowledge and skills obtained serve as a convenient tool for cognizing the world around.

II. Main Part

Of course, in order to competently and efficiently perform the integration function in the process of the formation of the child's personality, the teacher, first of all, must clearly understand it and be prepared for its professional implementation. He is obliged to give the student the knowledge that reflects the connectedness of individual parts of the world as a system, to teach him from the first steps of learning to imagine the world as a whole, in which all elements are interconnected.

Joint discussions, reflections, searches, discoveries become the leading teaching methods. The student receives the right to initiative, independence, individual search. Integration gives the teacher an opportunity for self-realization, self-expression and creativity.

The structure of integrated lessons is clear and compact, since a set of tasks is solved in such lessons. The entire lesson is subordinated to the general idea and is built on the basis of one dominant subject, which at the same time unites various disciplines. In preparation for such a lesson, the teacher must:

- highlight in the program for each academic subject similar topics or topics that have common aspects of social life;
- to determine the links between similar elements of knowledge;
- change the sequence of studying topics, if necessary;
- get advice from a subject teacher if the tasks of a subject are solved in a lesson, which the teacher usually does not teach.

The integration of educational material contributes to the development of creative, logical and variable thinking of students, allows them to apply the acquired knowledge in real conditions, is one of the essential factors in the upbringing of internal culture and personal qualities aimed at a good attitude towards nature, people, work and life.

Such integrated lessons allow us to solve a number of tasks that are difficult to implement within the framework of traditional approaches:

- increasing the motivation of educational activities due to the non-standard form of the lesson (this is unusual, it means interesting);
- consideration of concepts that are used in different subject areas;
- organization of purposeful work with mental operations: comparison, generalization, classification, analysis, synthesis, etc.;
- showing intersubject connections and their application in solving various problems.

In integrated lessons, children work easily and learn with interest a vast amount of material. It is also important that the acquired knowledge and skills are not only used by younger students in their practical activities in standard educational situations, but also provide an outlet for the manifestation of creativity, for the manifestation of intellectual abilities.

The advantages of integrated lessons are undeniable:

1. Form an integral scientific picture of the world;
2. Are a source of finding new connections between facts in various subjects;
3. Provide an opportunity for self-realization, self-expression, creativity of the teacher;
4. Encourage to comprehend and find cause-and-effect relationships, active knowledge of the surrounding reality;
5. Contribute to the intensification of the educational process;
6. Bring up a widely erudite schoolchild;
7. Develop the potential of students, creative thinking;
8. Form the cognitive interest of students;

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